



**THE WRITING ABILITY OF THE EIGHTH GRADE STUDENTS
OF SMP 3 JEKULO KUDUS IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING CLUSTER DIAGRAMMING**

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS**

2014



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SKRIPSI

Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

By

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2014

MOTTO AND DEDICATION

Motto:

- Working hard does not guarantee success, but it improves its chance. (the writer)



Dedication:

I dedicate my skripsi to:

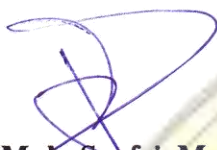
- Allah SWT the Almighty and my Prophet Muhammad, peace be upon on him
- My entire family, for all prayers which have been said and all spirit given
- All people who appreciate knowledge

ADVISOR'S APPROVAL

This is to certify that the Sarjana skripsi of Titik Lestari (NIM. 2009-32-269) has been approved by the thesis advisors for the further approval by the Examining Committee.

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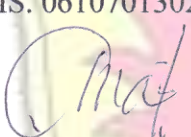
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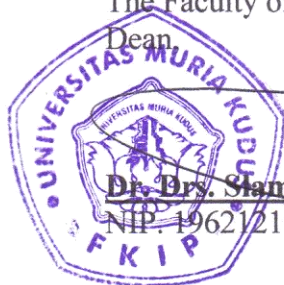

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In the name of Allah, the most gracious and the most merciful, in this occasion, I would like to express my gratitude to the God, Allah S.W.T., who has given me mercies and blessing so that I can accomplish this skripsi entitle “The Writing Ability of the Eighth Grade Students of SMP 3 Jekulo Kudus in Academic Year 2013/2014 Taught by Using Cluster Diagramming”.

There are many people who give their own contribution during my struggle to complete this skripsi. So that in this special occasion, I would also like to convey my special gratitude to them. They are:

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2. Diah Kurniati, S.Pd. M.Pd., the Head of English Education Department
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5. My beloved parents and the entire families who give me everything

I am sure that there are many mistakes make elsewhere. Therefore, I apology for any mistakes and happily receive any constructive criticism and suggestion, but I hope that it will be useful for those especially who are in the field of education.

Kudus, February 2014

Titik Lestari

ABSTRACT

Lestari, Titik. 2013. *"The Writing Ability of the Eighth Grade Students of SMP 3 Jekulo Kudus in Academic Year 2013/2014 Taught by Using Cluster Diagramming"*. Skripsi. English Education Department. Teacher Training and Education Faculty. Muria Kudus University. Advisor Lecturer: (I) Drs. Muh. Syafei, M.Pd (II) Atik Rokhayani, S.Pd, M.Pd.

Key Words: Writing Ability and Cluster Diagramming

This research is held because of a problem i.e. the writing ability of the Eighth Grade students of SMP 3 Jekulo Kudus in academic year 2013/2014 is unsatisfactory and under the criteria of minimum score. Writing is very important skill in English and it is considered as the most sophisticated skill rather than the three other skills of language. Nevertheless, the students do not have adequate ability to produce English text. Besides, teaching technique can also influence, if the teacher does not use a good and appropriate technique or method in their learning process. Hence, I offer to use Cluster Diagramming to overcome the problems. Clustering helps the writer or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form.

The objective of this research is to find out whether or not there is a significant difference between writing ability of the eighth grade students of SMP 3 Jekulo Kudus in academic year 2013/2014 before and after being taught by using Cluster Diagramming method.

The design of the research is experimental. It can be concluded that this research collect quantitative data and uses statistical formula to measure whether or not there is a significant difference between writing ability of the eighth grade students of SMP 3 Jekulo Kudus in academic year 2012/2012 before and after being taught by using Cluster Diagramming method. Meanwhile, the experiment research uses one group pre-test and post-test design.

The result shows that In the level of significance 0.05 and degree of freedom 24, there is a significant difference between writing ability of the eighth grade students of SMP 3 Jekulo Kudus in academic year 2012/2012 before and after being taught by using Cluster Diagramming method because ($t_o 11.67 > t_t 2.07$) and the t-observation falls in the critical region. The mean of Writing score of the Eighth Grade students of SMP 3 Jekulo Kudus in academic year 2013/2014 after being taught by using Cluster Diagramming is higher than the mean of the Writing score of the Eighth Grade students of SMP 3 Jekulo Kudus in academic year 2013/2014 before being taught by Cluster Diagramming (mean after treatment 73.56 > mean before treatment 60.78)

Finally, I address my suggestion to the teacher and next researchers. For the teacher: I suggest the teacher to use Cluster Diagramming to teach writing since it has been proved that it is effective to improve students' ability to develop and manage their ideas into composition. Also, I suggest the teacher to always guide the students who have lower writing ability to create their diagram and help them to develop ideas. For the next researchers: They should develop and experiment for the upper level with some improvement so that the formula can be applied in different learning level in the accordance with the learning needs especially the educational system in Indonesia.

ABSTRAKSI

LESTARI , TITIK. 2013. *Kemampuan Menulis Siswa Kelas Delapan SMP 3 Jekulo Kudus Tahun Pelajaran 2013/2014 di Ajar Menggunakan "Cluster Diagramming "*. Skripsi. Program studi Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Dosen Pembimbing: (I) Drs. Muh. Syafei, M.Pd (II) Atik Rokhayani, S.Pd, M.Pd.

Kata Kunci: Kemampuan Menulis dan Teknik *Cluster Diagramming*

Penelitian ini berasal dari kemampuan menulis siswa kelas delapan SMP 3 Jekulo Kudus tahun pelajaran 2013/2014 yang kurang memuaskan dan dibawah KKM. Menulis adalah keterampilan bahasa inggris yang sangat penting dan dianggap sebagai skil yang paling canggih dibanding keterampilan lainnya. Akan tetapi, siswa bahkan tidak memiliki kemampuan yang cukup untuk membuat teks. Disamping itu, teknik mengajar juga memberikan pengaruh, jika guru tidak menggunakan metode atau tekni yang sesuai dan baik. Oleh karena itu, saya menawarkan untuk Cluster Diagramming untuk mengatasi masalah tersebut. Cluster Diagramming membantu penulis atau pembelajar untuk mulai aktivitas menulis dari ekspektasi kata yang baru dan mengembangkan kata-kata tersebut ke dalam lingkaran.

Tujuan dari penelitian ini adalah untuk menemukan ada tidaknya perbedaan yang signifikan antara kemampuan menulis siswa kelas tujuh SMP 3 Jekulo Kudus tahun pelajaran 2013/2014 sebelum dan sesudah diajar dengan *Cluster Diagramming*.

Desain penelitian ini adalah eksperimen. Dapat disimpulkan bahwa penelitian ini mengumpulkan data kuantitatif dan menggunakan formula statistik untuk mengukur ada tidaknya perbedaan yang signifikan antara kemampuan menulis siswa kelas tujuh SMP 3 Jekulo Kudus tahun pelajaran 2013/2014 diajar dengan dan tanpa dengan teknik *Cluster Diagramming*. Sementara itu, desain eksperimen yang digunakan adalah penelitian eksperimen dengan menggunakan satu grup pretest dan post test.

Hasil penelitian ini menunjukkan bahwa dalam tingkat signifikansi 0.05 dan derajat kebebasan 34, ada perbedaan yang signifikan antara kemampuan menulis siswa kelas tujuh SMP 3 Jekulo Kudus tahun pelajaran 2013/2014 diajar dengan dan tanpa dengan teknik *Cluster Diagramming* karena (t_0 11.67 > t_1 2.07) dan t-observasi jatuh di *critical region*. Mean dari skor kemampuan menulis siswa kelas delapan SMP 3 Jekulo Kudus tahun pelajaran 2013/2014 setelah diajar dengan menggunakan teknik *Cluster Diagramming* lebih tinggi dibandingkan nilai mean dari kemampuan menulis siswa kelas delapan SMP 3 Jekulo Kudus tahun pelajaran 2013/2014 sebelum diajar dengan Cluster Diagramming (mean setelah treatment 73.56 > mean sebelum treatment 60.78).

Pada akhirnya, saya mengamalkan saran kepada guru dan peneliti selanjutnya. Untuk guru: Guru sebaiknya mempertimbangkan menggunakan teknik *Cluster Diagramming* di dalam kelas karena hasil penelitian menunjukkan bahwa Cluster Diagramming efektif untuk meningkatkan kemampuan siswa untuk mengembangkan dan mengelola ide mereka menjadi karangan. Disamping itu, saya juga berharap guru untuk selalu membimbing siswa yang memiliki kemampuan menulis yang kurang baik untuk mengembangkan dan mengelola ide mereka. Untuk peneliti selanjutnya: mereka dapat mengembangkan penelitian ini pada tingkat yang lebih tinggi dengan perbaikan sehingga hasil dari penelitian ini dapat diterapkan pada tingkat yang berbeda berdasarkan kebutuhan pembelajaran, khususnya sistem pendidikan Indonesia.

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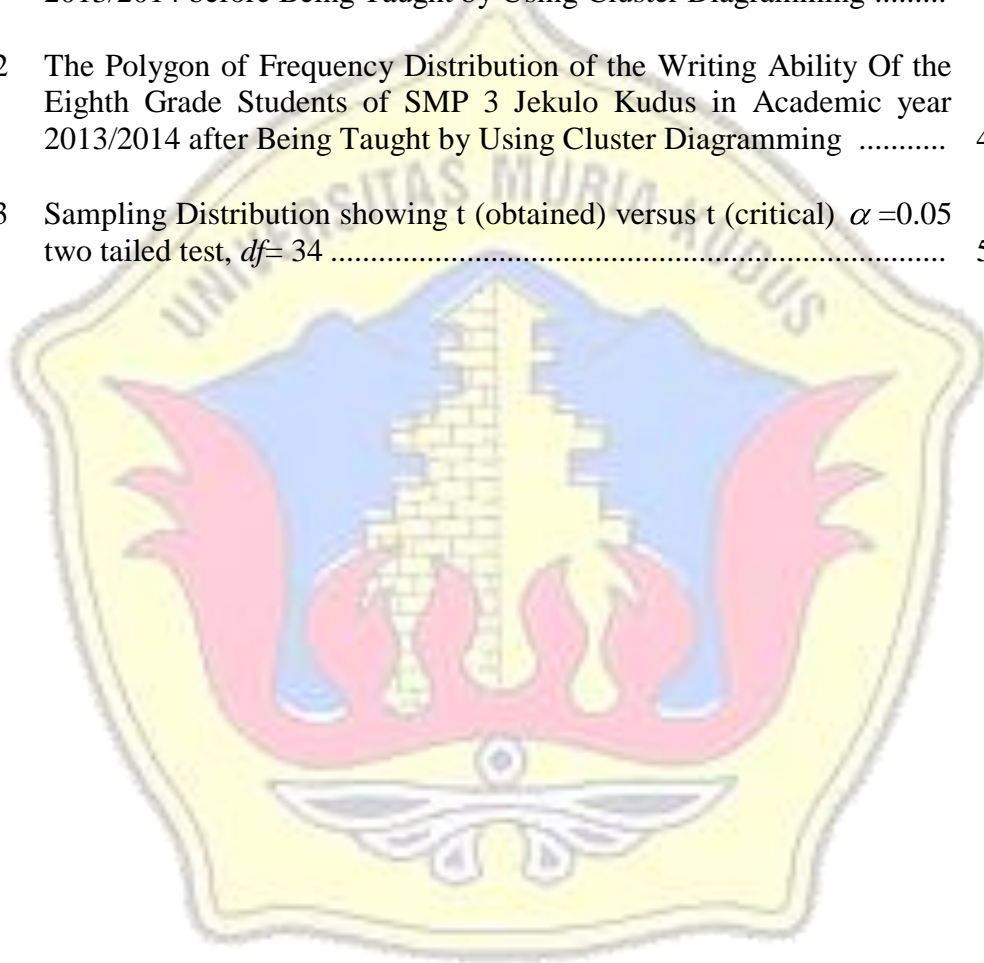
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